Multiple Assessments

The school utilizes multiple informal and formal evaluation and assessment strategies in literacy to continuously monitor and modify literacy instruction to meet student needs and support proficient student work.

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

MULTIPLE ASSESSMENTS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive School wide Literacy Programs

- **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical acts involved in producing   and comprehending text. -- from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy   Partnership, June 2002

- **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the   indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy   PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop   a school wide literacy plan (See section nine).

- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:
- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)

- **Connecting to Kentucky Documents -**The Nine Elements of Comprehensive School wide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for   Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

DATA SOURCES		DATA SOURCES		DATA SOURCES	
I&I	Implementation & Impact Check Plans	**INT- PR, T, P, S, C, O -**Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview		**PORT**	Portfolio Analysis
CI	Curriculum and Instruction Documents			**CATS**	Assessment Results
OB	Classroom &/or Laboratory Observation	**DPT** - Departmental Meeting Notes, Minutes, Agendas		**SW**	Student Work
PO	Supply Requisitions & Purchase Orders	**IEP, 504, ESS, G/T -**Individual Education Programs, 504 Plans,		**SYL**	Course Syllabi
CP	Sch./Dist. Comprehensive Improvement Plan	Extended School Service Plans, Gifted and Talented Service Plans		**WEB**	School Websites
TI	Textbook and Other Instructional Materials	**SE** - Student Evaluations of Teachers and Course		**LP**	Lesson Plans
				PSP	Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)

- **Connecting to Kentucky Documents -** The Nine Elements of Comprehensive School wide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive School wide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Aligned Curriculum	**ACADEMIC PERFORMANCE** Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	**LEARNING ENVIRONMENT** Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).

ESSENTIAL ELEMENTS of Comprehensive School wide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Literacy Team	**EFFICIENCY** Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

SISI Standard 2 – Classroom Evaluation/Assessment: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. **While *Multiple Assessments* relates to SISI Standard 2, the indicators below do not correspond directly to the SISI indicators.**	Conditions for Reading Success #2: Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels

MULTIPLE ASSESSMENTS Indicators Provide data that indicate the extent to which ..	SCHOOL DATA SOURCES	RESOURCES
2.1 allows for continuous progress for all students and meets students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum).		Closing the Achievement Gap Kentucky Tools Help Kit - English Language Learners (ELL) Atkinson Elementary – Data Meetings Longest Elementary – Progress Monitoring Longest Elementary – Tier Grouping Russell Co HS – Planning for Data Padgett Russell – Monitoring Simpson – Assessment Kloecker – Fast Forward Program
2.2 allows students to demonstrate learning through varied and differentiated assessments.		Multiple Assessments Higher Order Thinking Longest Elementary – Tier Grouping Elkonin Boxes Reading Workshop
2.3 assessment process includes self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.		Higher Order Thinking Atkinson Elementary – Data Meetings Kloecker - Student Skills

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans **CI** Curriculum and Instruction Documents **OB** Classroom &/or Laboratory Observation **PO** Supply Requisitions & Purchase Orders **CP** Sch./Dist. Comprehensive Improvement Plan **TI** Textbook and Other Instructional Materials	**INT- PR, T, P, S, C, O -**Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview **DPT -** Departmental Meeting Notes, Minutes, Agendas **IEP, 504, ESS, G/T -**Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE -Student Evaluations of Teachers and Course**	**PORT** Portfolio Analysis **CATS** Assessment Results **SW** Student Work **SYL** Course Syllabi **WEB** School Websites **LP** Lesson Plans **PSP** Program Service Plan

MULTIPLE ASSESSMENTS Indicators Provide data that indicate the extent to which . .	SCHOOL DATA SOURCES	RESOURCES
2.4 assessments are designed in a collaborative process (**horizontally** and **vertically**) and embedded within instruction.		Multiple Assessments Atkinson Elementary – Data Meetings Thomas Edison – Data Board
2.5 assessments are designed to measure effective instructional practices.		Multiple Assessments
2.6 assessments directly relate to the Program of Studies, Core Content for Assessment, College Readiness Standards and Performance Level Descriptions and to the goals of the Literacy Plan.		Kentucky Tools Multiple Assessments Interviews: Lewis County Russell Co HS – Planning for Data Day
2.7 Progress Monitoring demonstrates that students are effectively learning the strategies they have been taught.		Atkinson Elementary – Data Meetings Longest Elementary – Progress Monitoring Thomas Edison – Data Board

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans **CI** Curriculum and Instruction Documents **OB** Classroom &/or Laboratory Observation **PO** Supply Requisitions & Purchase Orders **CP** Sch./Dist. Comprehensive Improvement Plan **TI** Textbook and Other Instructional Materials	**INT- PR, T, P, S, C, O -**Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview **DPT** - Departmental Meeting Notes, Minutes, Agendas **IEP, 504, ESS, G/T -**Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE -Student Evaluations of Teachers and Course**	**PORT** Portfolio Analysis **CATS** Assessment Results **SW** Student Work **SYL** Course Syllabi **WEB** School Websites **LP** Lesson Plans **PSP** Program Service Plan

MULTIPLE ASSESSMENTS Indicators Provide data that indicate the extent to which . .	SCHOOL DATA SOURCES	RESOURCES
2.8 Literacy Team members ensure the school has a systematic schedule of assessment.		Interviews: Lewis County
2.9 Literacy Team members collect evidence that demonstrates students are effectively learning the strategies they have been taught.		
2.10 quantitative (e.g., test scores) and qualitative (e.g., student work) data is collected and analyzed for screening and diagnosis of student achievement in relation to literacy goals.		Higher Order Thinking Skills Interviews: Lewis County
2.11 results of assessment are made available to parents/guardians in a timely fashion.		
2.12 results of multiple assessments, both formal and informal, guide instructional decisions and selection of appropriate strategies.		Multiple Assessments
2.13 students have multiple opportunities in different modalities (e.g. oral, written, performance, visual) to demonstrate their abilities before any reading difficulty is diagnosed or intervention is determined.		Higher Order Thinking Skills

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans **CI** Curriculum and Instruction Documents **OB** Classroom &/or Laboratory Observation **PO** Supply Requisitions & Purchase Orders **CP** Sch./Dist. Comprehensive Improvement Plan **TI** Textbook and Other Instructional Materials	**INT- PR, T, P, S, C, O -**Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview **DPT** - Departmental Meeting Notes, Minutes, Agendas **IEP, 504, ESS, G/T -**Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE -Student Evaluations of Teachers and Course**	**PORT** Portfolio Analysis **CATS** Assessment Results **SW** Student Work **SYL** Course Syllabi **WEB** School Websites **LP** Lesson Plans **PSP** Program Service Plan